

# Inspection of Hallgate Primary School Cottingham

Hallgate, Cottingham HU16 4DD

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Inspection dates: 27 and 28 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Hallgate Primary School is a welcoming and inclusive school. Pupils show enjoyment in their learning. They talk positively about their studies. Pupils describe the school as a friendly place. Relationships between adults and pupils are strong.

The school has high expectations for how pupils behave. Older pupils act as role models for the younger pupils. Pupils belong to 'houses'. The house captains take an active part in assemblies and hand out reward certificates. There are lots of opportunities for pupils to show leadership in school. Pupils take on roles such as those of play leaders, librarians and classroom monitors. There is a school council. Pupils' views are listened to at this school.

Pupils respect and celebrate differences between themselves and others. Pupils understand that everyone is unique and special. They are considerate of each other. Pupils play well together. The school is aspirational for pupils. Pupils enjoy lessons and are keen to learn. Pupils are proud of their many successes. For example, pupils perform their own poems in assembly. The pupils benefit from a range of visitors to school and trips to local areas. These experiences help pupils to deepen their understanding of what they are learning in lessons.

## **What does the school do well and what does it need to do better?**

Reading is woven through the curriculum. In Nursery, children enjoy rhymes and stories. Children in early years begin to learn to read as soon as they start school. The school checks pupils' phonic knowledge well. The school promptly identifies those pupils who need extra help. These pupils receive the help they need to catch up quickly. Reading books match the sounds that pupils are learning. This helps pupils to read confidently and with fluency. Pupils enjoy reading in school. Pupils talk about their class books enthusiastically.

The school has designed an exciting curriculum. It is well sequenced from early years through to Year 6. The school has identified the key knowledge that pupils need to remember in the different subjects. Pupils revisit prior learning regularly. In most subjects, pupils confidently use what they know when they move on to new learning. In lessons, staff question pupils' understanding well. Staff are quick to address any misconceptions that pupils may have.

The school routinely checks what pupils know and can remember. However, in some subjects, the gaps in pupils' knowledge are not identified as well as they need to be. The school has recognised that this is an issue. It is part of the school's current improvement work.

The school identifies pupils with special educational needs and/or disabilities (SEND) effectively. The school works with external agencies to provide specialist support for those pupils who need it. Pupils with SEND access the same curriculum as their

peers. When needed, pupils with SEND receive additional support from adults. Pupils with SEND achieve well.

Pupils' personal development is a high priority for the school. Pupils embrace the diverse range of enrichment activities on offer. For example, all pupils have the chance to learn to play a musical instrument. Pupils go on a range of trips out of school that enhance the curriculum. These include visits to local religious buildings. Community leaders regularly come into school to talk to pupils. The school encourages pupils to think about the needs of others. Pupils support a range of charities. For example, pupils recently organised a collection of toys and games to raise money for animal charities. Pupils participate in various sporting competitions with other schools.

The school makes sure that pupils and families know the importance of good attendance. The school swiftly identifies those pupils who are not attending school as regularly as they should. The school communicates well with parents and carers to understand the causes of absence and looks at how to support families to improve their children's attendance.

Governors have a clear vision for the school. Governors take an active part in the school and know the school well. Governors hold the school to account effectively. The school has well-considered improvement plans in place for each subject. In a small number of subjects, this work is at an early stage. Each governor has responsibility for an identified curriculum area. The school supports staff well. Leaders are considerate of staff workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some subjects, the school's checks on what pupils know and can remember are not as effective as they need to be. This means that sometimes, pupils are not secure in key subject knowledge before they move on to new learning. This is affecting pupils' achievement in these subjects. The school should ensure that staff have sufficient information to identify gaps in pupils' learning effectively in order to ensure that pupils can achieve equally well in all subjects in the curriculum.
- In a small number of subjects, the school's work on improving the implementation of the curriculum is not embedded. The school's improvement plans for these subjects are not as fully developed as they are for the majority of subjects in the curriculum. This is limiting pupils' achievement in a small number of subjects. The school should review the improvement plans it has written for subject areas to ensure that these plans identify precisely the actions that are

needed to support pupils' achievement consistently in all subjects across the curriculum.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	135078
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10297347
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	328
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Christine Whitfield
<b>Headteacher</b>	Chrissie Shiels
<b>Website</b>	<a href="http://www.hallgateprimaryschool.co.uk">www.hallgateprimaryschool.co.uk</a>
<b>Dates of previous inspection</b>	11 and 12 September 2018, under section 5 of the Education Act 2005

## Information about this school

- The school has a breakfast and after-school club.
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, other senior leaders and subject leaders.

- The lead inspector met with the chair and representatives of the governing body and spoke to a representative of the local authority.
- Inspectors carried out deep dives in early reading, mathematics, computing and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector listened to pupils reading to a trusted adult.
- The inspectors observed pupils' behaviour in lessons and around the school site. Inspectors spoke to pupils to discuss their views about the school.
- The inspectors considered responses to Ofsted Parent View, Ofsted's online survey for parents. The inspectors considered comments made by parents online during the inspection and met with some parents at the start of each school day. Inspectors also considered responses to the staff and pupil surveys.

## Inspection team

Rebecca Clayton, lead inspector	Ofsted Inspector
Emmeline Ford	Ofsted Inspector
Paul Higginbottom	Ofsted Inspector

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